



# **IVY CHIMNEYS PRIMARY SCHOOL**

## **FOOD POLICY**

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# Ivy Chimneys Food Policy

## **Section 1: Legislation**

Children's diet has an important influence on their health both now and in the future. Evidence shows that good diet in childhood can help protect against a number of chronic diseases in later life including coronary heart disease and cancer. It also shows that there is an increase in the prevalence of children who are overweight or obese. Dietary surveys indicate that too many children's diets are too high in fat, salt and sugar and too low in fruit and vegetables. Poorly nourished children, especially those who are overweight and obese, often experience social and psychological problems. This can have a significant impact on their behaviour and performance in school.

Since 2001 the government has moved from the position of leaving individual schools to decide what food to make available to pupils, to introducing legislation about the type and frequency of food that can be provided. In 2001 food standards were introduced for school lunches but there were no regulations relating to other food.

In September 2006 new food standards for school lunches were introduced. The School Standards and Framework Act 2006 provided the Secretary of State for Children, Schools and Families (now Secretary of State for Education) with the power to make regulations on non-lunch food, such as vending machines, breakfast clubs, tuck shops, mid-morning break and after school clubs. From September 2006, schools were banned from providing confectionery, sugary drinks and savoury snacks with added sugars, fat or salt at school lunchtimes. Schools were also encouraged to remove these items from vending machines and tuck shops.

This Policy supports a whole school approach to food and nutrition in school and the promotion of healthy eating, and is consistent with current legislative frameworks and non-statutory guidance including the School Food Plan.

Ofsted noted that a whole school approach to developing food policy and practice is likely to be more effective if it is built into the school development plan. Ofsted's report 'Healthy Eating in Schools' (2006) revealed that although schools understood the importance of coherent messages between the food provided in school and what is taught within the curriculum, few had developed a whole school food policy.

## **Section 2: Our Food Policy**

### **Introduction**

As an accredited Healthy School, we recognise the importance of a healthy lifestyle and diet and understand that establishing a balanced diet in childhood helps establish healthy eating habits for life. Ivy Chimneys is dedicated to providing an environment that promotes healthy eating and enables pupils to make informed choices about the food they eat.

This policy is designed to ensure that all members of the school community are aware of our healthy eating aims and targets. This policy is referred to on the school website and is communicated to stakeholders. It is adhered to by everyone involved with the teaching/ serving/ cooking of food and drinks in school during the day and before/ after school.

This Whole School Food Policy is a shared, evolving document for all in our school. It expresses a common vision of the aims and values, ethos, status and role of all aspects of food within our school. In particular, it aims to develop a coherent approach to promoting healthy eating. We are committed to promoting pupil wellbeing and recognise that the Whole School Food Policy can significantly impact on the health and wellbeing of pupils and staff. We will ensure that the whole community all understand the ethos of the school in relation to food and drink, both within the curriculum and in food which is provided across the whole school day.

## **Aims and Objectives**

The aim of our Whole School Food Policy is to ensure a consistent approach to all aspects of food and healthy eating in our school.

The policy aims to:

- enable pupils to make healthy food choices through the provision of information and development of appropriate skills and attitudes
- ensure that all food and drink available through the school meets government standards for food in school, and to ensure that the service is accessible to all pupils and that their dietary needs, due to medical, cultural or religious reasons are catered for appropriately
- support the provision of healthy packed lunches and snacks and also provide guidance on how food will be used for rewards and/or during celebrations
- provide guidance on how food is consumed across the school and promote healthy eating
- involve parents/carers, staff, governors and pupils in developing, implementing and reviewing the policy
- ensure that all aspects of food and drink in school promote the health and wellbeing of pupils, staff and visitors to our school.

## **Section 3: Implementing a Whole School Food Policy**

### **Reviewing Food Policy and Practice in School**

As a school we want to ensure that the whole school community and the wider public understand the ethos of the school in relation to food and drink provision and in the curriculum. To do this, Ivy Chimneys will:

- adopt a strategic approach to developing policy and practice
- assess existing provision and practice to identify issues for staff development
- collect information from research and from the whole school community (e.g. parent forum, school council, learner forum and other surveys, question boxes) to plan development
- establish an action plan setting out priorities for the implementation of the Whole School Food Policy
- celebrate success in implementing the policy with the whole school community.

### **Policy Development in Individual Areas**

#### **School Lunches**

Since September 2007, all maintained schools and pupil referral units in England must comply with the Education Regulations (Nutritional Standards for School Food) for food provided at lunch time. They set out requirements for the amount of energy and 13 nutrients that must be in an average school lunch during a one to four week menu cycle. From September 2014, children in Foundation and KS1 will have the choice of a free school meal as part of the Universal Free School Meals provision (subject to change in Government policy).

The Ivy Chimneys kitchen supplies lunch menu choices which have been provided by a catering service and cooked fresh on site. These meals meet the nutritional requirements set by the government. We provide a meat option (red), a vegetarian option (green) or a jacket potato option (yellow) each day and the children are invited to choose the one they would

like. All foods are cooked from fresh using healthy ingredients which are locally sourced where possible, and in addition a large salad bar is on offer for the children to choose more fruit and vegetables to supplement their lunch.

The menu for lunches operates on a three weekly cycle and children and parents are informed of the daily choices through the school website. The menus are also discussed in classrooms each morning by the Class Teacher.

Through our school lunch provision, we aim to:

- maintain levels of uptake of school lunches
- provide and increase the uptake of free school meals (FSM) for all who are eligible
- ensure that the food provided is of high quality whilst complying with the government standards and promoting healthier eating
- ensure that the choices provided address cultural, religious and special dietary needs
- ensure that we provide a healthy and nutritious meal for all those who request one.

To achieve this, we will:

- monitor the school catering contract to ensure it complies with relevant nutritional standards
- ensure that the Governing Body and other appropriate authorities regularly review and report on the compliance and take up of meals
- consult with parents/carers and pupils about food choices and provision available via the parent and learner forum.

### **Packed Lunches**

Parents/carers who do not wish for their child to have a school meal are encouraged to send their children to school with a healthy lunchbox. To achieve this aim, we do not allow the following items in lunchboxes:

- Fizzy drinks
- Sweets
- Bars of chocolate
- Nuts or nut spread (such as Nutella)

We aim to:

- ensure that the contents of packed lunches are in line with the Whole School Food Policy

To achieve this we will:

- consult with parents/ carers on our Whole School Food Policy, via the Parent Forum and other open feedback
- agree guidelines regarding the content of packed lunches
- provide information to parents/ carers with examples of healthy options for packed lunches
- involve the pupils in promoting healthy packed lunches to parents/ carers.

### **Dining Environment**

Ivy Chimneys believes that the dining environment should give pupils the opportunity to sit and enjoy their meal together allowing them to feel refreshed for learning during the afternoon. We also believe that the dining environment should encourage positive social interaction and good table manners. We aim to ensure that the dining environment is a pleasant place to be where children and staff can sit and enjoy a healthy meal together whilst promoting social and community cohesion.

To achieve this we will:

- ensure that the dining environment is clean, fresh and attractive
- stagger the lunchtime for different key stages to reduce the number of children entering the dining room and to reduce queueing
- ensure that lunchtimes are well managed and supervised by the Midday assistants and other staff members
- support children (particularly younger children) who find the physical process of school dinner or packed lunches difficult – for example; carrying trays and opening tubs or packets
- reward good behaviour and eating habits with both verbal feedback and occasionally stickers
- monitor children's food choices at lunchtime and encourage all children to eat the food they have been provided with. We will also ensure that both class teachers and parents/carers are informed if a child's eating habits need addressing.

### **Break time snack and drinks**

Our policy applies to snacks provided by the school and brought from home. Food brought in from home is not covered by statutory regulations. In Foundation and KS1, all children are entitled to one free piece of fruit or veg per day through the national School Fruit and Vegetable Scheme. All children under 5 are also eligible for free milk under the COOLMILK scheme. Parents can continue to pay for this service after their child has turned five.

KS2 children are encouraged to bring in a healthy snack which they can eat at playtime; ideally a piece of fruit. Following consultations with pupils, a high majority reported that they would be happy to bring in a piece of fruit or other healthy snack to eat at playtime and not a sugary treat. An example of a recommended healthy snack might be a piece of fruit, a vegetable snack (such as carrot sticks) or a packet of dried fruit. We strive to encourage more children to eat healthier foods and support from home is essential in ensuring that children bring the right snacks to school.

### **Drinking Water**

Everyone has the right to access clean drinking water and we encourage pupils to drink water throughout the school day to aid health, hydration and concentration whilst ensuring that they have easy access to fresh drinking water throughout the school day.

To achieve this we will:

- promote water consumption to all school stakeholders
- encourage all children to bring named water bottles into school
- ensure adequate water is available at lunchtimes and around the school site; especially during hot weather and after physical exercise.

### **Breakfast and after school club**

Breakfast and after school club operates on a daily basis in the demountable classrooms and runs from 7.45 to 8.45am, and then from 3.15pm to 5.30pm. We aim to provide a safe and relaxing environment to help children prepare for the school day and then to help them rest afterwards. The food offered is healthy and consistent with a healthy diet and is continuously reviewed by the children and staff.

### **Celebrations**

Ivy Chimneys values opportunities to celebrate special occasions and cultural events. When it is a special occasion such as Christmas parties, cakes/ sweets/ chocolates may be

provided or brought in by pupils as a recognised “treat”, although we will still continue to support the provision of healthy alternatives alongside.

Although we do not actively encourage the practice of children bringing sweets in on their birthday, if treats are brought in by the children then they will be put away into book bags and not eaten in class so that parents/ carers can make a decision as to whether their child can eat the treat at home.

### **Inclusion**

We promote the needs and interests of all pupils, inclusive of gender, culture, race, religion, ability or aptitude. Our approaches to food in school will take into account the religious and cultural backgrounds of the pupils to ensure that all can access the curriculum and receive appropriate food provision.

Ivy Chimneys aim to:

- ensure that all children have access to appropriate food and drink, taking account of their religious and cultural background
- ensure that the healthy lifestyles curriculum recognises and values the diverse religious and cultural backgrounds of the children in the school
- ensure that staff in all roles receive appropriate training about diversity in relation to food provision and education

### **Section 4: The Curriculum**

All adults will work towards achieving the following aims for healthy eating education in Ivy Chimneys.

We seek to enable our children to:

- know what healthy eating is and how to choose a varied and balanced diet
- understand the reasons for and benefits of healthy eating
- learn about healthy eating as part of broader work around healthy lifestyles (which also includes physical activity, sleep, emotional wellbeing and making healthy choices)
- learn about and respect a range of practices in relation to food, including cultural and religious

### **Programme**

In our curriculum programme we regard healthy eating as a whole school issue and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum; particularly through PSHE (Personal, Social, Health and Economic education), Design and Technology and PE.

### **Teaching Methodologies**

**Ground rules:** Healthy Lifestyles is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together will ensure there are ground rules in place which create a supportive and caring environment where every child feels safe and is able to learn. These will cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

**Answering questions:** We acknowledge that sensitive and potentially difficult issues may arise as children may want to share information and ask questions, or equally may be

reluctant to share information about their home situation. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for curriculum content and is consistent with the Whole School Food Policy.

**Distancing techniques:** In order to protect children's privacy we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies and role play to enable our pupils to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

## **Resources**

We will use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the PSHE curriculum component of teaching about healthy lifestyles.

We will avoid a 'resource-led' approach to delivering the curriculum, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which are consistent with the Curriculum and which support the aims and objectives of this policy. All resources will be suitable to the age, maturity, needs and ability of the children and will also encourage active and participative learning.

## **Section 5: Sensitive Issues**

### **Confidentiality**

In our school we have a clear and explicit policy statement which can be found as part of the *Safeguarding Policy*, and is shared with staff, pupils and parents/ carers. This Policy is communicated on the staff intranet Teamspace and is included on the school website. The policy states that in the instance of children sharing personal information, we will reassure the children that staff will act in their best interests and that this may involve sharing information if they are at risk of harm. Children will be told if the information is to be shared and will be offered appropriate support.

### **Weight Management**

As a school we take part in the National Child Measurement Programme (NCMP). We are focussed on promoting a healthy lifestyle and will make provision to ensure that every family, including the children themselves, is given the opportunity to discuss concerns relating to their child's weight. Should there be any concerns originating from the school and its staff, there are procedures in place for approaching families.

### **Children with Special Dietary Needs**

The School's position is to try to undertake all reasonable measures to ensure that any necessary dietary guidelines given in writing by a health care professional are acted on in the most appropriate measure.

We aim to:

- adhere to a written dietary management plan, obtained from the health care professional, including triggers to avoid, medications and contact information

- extend protective measures to breakfast club/ after school club and on school trips/ holidays
- ensure staff are aware of how to handle potential food allergies safely, including effective cleaning of surfaces and utensils
- educate school staff to recognise and undertake emergency treatment of potential complications
- ensure that relieving and emergency medication will be available at all times

### **Food Safety and Hygiene**

As a school we are responsible for the overall safety of pupils whilst in our care. Special precautions are taken by all adults and children when preparing, handling, cooking and storing food at school. Kitchen and food safety is about managing everything that happens in the classroom to reduce the risk of burns, cuts, falls, food poisoning and food allergy or intolerance.

We aim to:

- ensure that all teachers in charge of food activities and food technology teaching carry out and manage food safety procedures and check that areas are fit for purpose
- inform all teachers and supervising adults of any pupils' suspected or known food allergies or intolerances
- in severe cases of food allergy or intolerance, exclude certain ingredients altogether
- include all children in food activities but if there is any doubt regarding the safety of any pupil or adult participating in specific food activities, we reserve the right to decline their participation.

### **Section 6: Preventing, Reducing and Responding to Food Related Incidents**

#### **Allergy Position Statement**

This section aims to ensure that a food-allergic child has the opportunity to participate in educational activities in a safe environment without stigmatisation, and to have access to medication and trained personnel in the event of an acute reaction,

The school's position is not to guarantee a completely allergen free environment but rather to minimise the risk of exposure, encourage self-responsibility, and plan for an effective response to possible emergencies.

We aim to:

- enquire about allergic disease at the registration of new pupils and ask that parents/carers should inform the school of any new allergy diagnosis
- adhere to a written allergy management plan obtained from the doctor, including allergens/ triggers to avoid, medications and contact information
- take reasonable measures to ensure appropriate allergen avoidance
- extend protective measures to breakfast club/ after school club/ on school trips/ holidays
- educate school staff in allergen avoidance and recognition and emergency treatment of allergic reactions
- ensure relieving and emergency medication is available at all times, as provided by parents/ carers.

## **Preparation for the Treatment of an Acute Episode**

We aim to:

- ensure that a child at risk of anaphylaxis has written notification from the parents/carers or doctor on file
- have and adopt a written emergency treatment plan produced by the allergist (and agreed with the family doctor)
- have individually labelled emergency kits for each child, containing the emergency treatment plan, intramuscular adrenaline auto-injectors and oral antihistamines
- ensure school staff are aware of the location of emergency kits and they know to check the expiration dates of medication regularly
- alert temporary or new staff to allergic children and make them aware of measures to protect them
- ensure appropriately trained school staff administer all emergency medication to young children
- allow older pupils to self-medicate when they have reached sufficient maturity and after appropriate training with parent/ carer permission
- train all staff members in allergen avoidance, recognition and treatment of anaphylaxis
- ensure protective measures continue during extracurricular activities such as school trips and holidays
- ensure school staff are indemnified against prosecution for the consequences of administering emergency medication
- take reasonable measures to try to accommodate a particular diet

## **Section 7: Involving the Whole School and Wider Community**

### **Working with Staff**

The school aims to ensure all staff are confident in their knowledge and understanding of what constitutes healthy eating whilst promoting healthy eating through their own choices and through talking with children about their choices. All staff will be informed about individual children's dietary needs, food allergies and food hypersensitivities.

Those responsible for teaching about healthy eating as part of the curriculum will be supported to develop knowledge, skills and attitudes and to share good practice. Staff training needs will be reviewed regularly and relevant training arranged.

### **The Role of Governors**

Where funding for school meals has been delegated to the school, the governing body has a legal responsibility to ensure that the minimum school food standards and nutritional school guidelines for school meals are met. Governors will therefore conduct an annual review of food and drink provision and report and act on their findings.

Governors play an active role in reviewing, developing and, where appropriate, implementing the Policy. They will also monitor the implementation of the Policy assisted by the Head teacher, PSHE coordinator and other staff.

### **Working with Parents/Carers**

Parents/carers are key figures in educating their children about healthy lifestyles. We seek to work in partnership with parents/carers when planning and delivering the curriculum, and when making decisions about food and drink in school.

We aim to:

- make the Whole School Food Policy available to parents/carers on request
- gather parents'/carers' views on the Policy and take these into account when it is being reviewed
- inform parents/carers about the Whole School Food Policy when their child joins the school through the school prospectus and website
- communicate with parents/carers about their child's eating habits during the school day
- ensure that all those entitled to Free School Meals are aware of their entitlement and reassure them that this information remains confidential, i.e. their children will not be singled out from their peers
- invite parents/carers to discuss their views and concerns on an informal basis
- invite parents/carers to special events and celebrations
- collect information annually from parents/carers about their children's dietary needs and food hypersensitivities

### **Involving the Children**

We will involve children in the evaluation and development of teaching about healthy lifestyles, and in decision-making about appropriate aspects of our Whole School Food Policy e.g. the dining environment.

We will:

- refer to local and county data (e.g. Health-Related Behaviour Survey, SHEU Health Education survey) for our school
- engage the children in assessment activities to assess their development needs, for example 'Draw and Write' activities
- ask children to reflect on their learning and how this impacts on their choices
- involve children in identifying ways to promote healthy eating options
- involve children in monitoring food choices to inform developments in provision and curriculum

### **Support from Outside Visitors**

We believe that teaching about healthy lifestyles is most effectively carried out by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but not replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow our visitor policy when working with visitors, ensuring that the care and management of pupils is the responsibility of the school at all times. In class teaching situations, visitors will not be asked to work alone with pupils but will be supported by a member of staff. The school will know whether visitors have had a DBS check and

arrangements will be made to accompany them as appropriate. All lessons will be planned in direct liaison with the Class Teacher and agreed with the PSHE coordinator, taking into account of the age and needs of the group and the context of the work within the teaching programme.

### **Section 8: Monitoring, Review and Evaluation**

This Policy is regularly monitored and evaluated to ensure its effectiveness. The Policy review is coordinated by the PSHE Coordinator and other relevant staff members, and includes collecting data and gathering the perceptions of the whole school community.

The results of these review are used to inform areas for school development, which are included in the School Improvement Plan and other appropriate actions plans.